



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

451 West Frye Road, Chandler, AZ 85225

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Christine Sargent
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 570
Web Address : ww2.chandler.k12.az.us
Phone Number : (480) 883-4200
Fax Number : (480) 883-4220
E-mail : sargentc@chandler.k12.az.us

Mission

The San Marcos staff and community will work together to develop opportunities responsive to the diverse needs of our community that will result in knowledge, skills and attitudes necessary to produce lifelong learners and responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü San Marcos will improve its Arizona Learns Achievement Profile ranking from 'Performing' to 'Highly Performing'.
- ü San Marcos will continue to meet the criteria for 'Adequate Yearly Progress'.
- ü San Marcos will implement the new math textbook adoption program this year with a goal of increasing student achievement in grades K-6.
- ü San Marcos students will maintain an average attendance of 95% or better.

Enrollment

October 1, 2003 School Year Student Enrollment : 614
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 30

Instructional Programs

- ü Guided Reading
- ü Art Masterpiece
- ü CLIP
- ü CO-NECT Literacy Project
- ü Junior Achievement Program
- ü Accelerated Reader Program
- ü Computer -assisted Instruction
- ü Human Growth and Development/DARE

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

San Marcos will provide a foundation of educational concepts based on State Standards. We will provide a safe learning environment. We will inform parents of their child's progress through progress reports, quarterly report cards, and conferences.

Parents

Parents need to make sure their child attends school on time every day. Parents need to be involved in their child's education. Parents are expected to attend Curriculum Night, conferences, and special events. Parents are encouraged to volunteer.

Transportation Policy

San Marcos is basically a walk-in school with only 41 students being bused. Children are trained in bus safety evacuation twice a year. Bus regulations are sent home to each parent. Buses provide transportation for field trips throughout the year.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü AZ Educational Foundation A+ School of Excellence Award	2004
ü Chicano Por La Casa Teacher Award	2003
ü National Title I Distinguished School	2001
ü National School Board Magna Award	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2220	75509	100	100	100	522	531	521	13	8	13	17	19	23	42	37	33	28	36	31
All Students (Prior Year)	73	2034	75372	94	98	100	507	529	523	16	7	9	21	20	25	44	39	36	19	34	30
Female	38	1107	37013	100	100	100	524	534	522	13	7	12	13	19	24	42	38	33	32	37	31
Male	41	1113	38430	100	99	99	520	528	521	12	9	14	21	20	22	42	36	33	24	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	69	705	30486	100	100	99	521	510	505	11	14	18	20	29	29	43	37	32	26	20	21
Asian/Pacific Islander	--	124	1780	--	100	98	--	557	549	--	4	5	--	9	13	--	31	33	--	56	50
American Indian/Alaskan Native	--	28	4075	--	100	100	--	509	486	--	19	28	--	23	34	--	35	26	--	23	12
White	NC	1232	35192	NC	99	99	NC	541	534	NC	5	8	NC	15	19	NC	37	35	NC	43	39
Students with Disabilities	NC	252	9708	NC	100	100	NC	508	489	NC	15	32	NC	33	27	NC	29	24	NC	23	17
Students without Disabilities	71	1968	65801	100	99	98	525	533	525	10	7	11	17	18	23	43	38	34	29	37	33
Limited English Proficient Students	25	259	16928	64	63	100	485	470	485	30	37	29	20	37	33	50	22	26	0	3	12
Migrant Students	NC	35	750				NC	486	499	NC	26	21	NC	35	29	NC	30	30	NC	9	20
Economically Disadvantaged	59	689	36411				529	508	503	8	15	19	19	30	29	42	35	32	31	20	20
Non-Economically Disadvantaged	20	1531	39040				501	540	534	25	5	8	13	15	19	44	38	34	19	42	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2224	75492	100	100	100	512	526	519	11	8	12	25	14	16	48	50	47	16	29	24
All Students (Prior Year)	73	2040	75221	94	98	100	512	529	523	20	5	8	14	12	16	59	57	56	7	25	21
Female	38	1107	37014	100	100	100	518	531	523	0	5	10	32	12	15	45	48	48	23	35	27
Male	41	1117	38400	100	100	99	505	521	516	22	11	14	19	15	17	50	52	47	9	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	69	708	30438	100	100	99	509	510	508	13	14	17	28	22	21	46	49	47	13	15	15
Asian/Pacific Islander	--	124	1773	--	100	98	--	536	534	--	4	4	--	11	10	--	49	50	--	37	36
American Indian/Alaskan Native	--	28	4081	--	100	100	--	513	498	--	13	25	--	29	26	--	42	40	--	17	8
White	NC	1233	35177	NC	99	99	NC	534	528	NC	5	8	NC	9	13	NC	50	49	NC	35	31
Students with Disabilities	NC	254	9707	NC	100	100	NC	513	495	NC	14	33	NC	25	21	NC	43	33	NC	19	13
Students without Disabilities	71	1970	65785	100	99	98	514	527	522	10	7	10	22	13	16	50	50	49	17	29	26
Limited English Proficient Students	25	259	16905	64	63	100	480	477	489	40	44	34	40	36	28	20	20	32	0	0	6
Migrant Students	NC	35	763				NC	501	499	NC	17	21	NC	30	30	NC	43	40	NC	9	8
Economically Disadvantaged	59	690	36302				514	509	507	11	15	18	23	22	21	47	49	46	19	14	14
Non-Economically Disadvantaged	20	1534	39164				505	532	528	13	5	8	31	10	13	50	50	48	6	34	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2206	75053	100	99	99	611	618	597	5	4	7	17	8	12	62	77	72	16	11	9
All Students (Prior Year)	73	2003	73654	94	96	99	525	540	530	9	6	9	21	10	13	67	74	70	2	10	7
Female	38	1102	36872	100	100	99	625	642	621	0	1	5	16	6	9	71	79	74	13	14	12
Male	41	1104	38109	100	98	99	597	594	573	9	7	10	19	10	14	53	75	69	19	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	69	694	30235	100	99	98	609	582	575	6	6	9	17	13	14	61	75	70	17	6	6
Asian/Pacific Islander	--	124	1768	--	100	98	--	654	651	--	4	3	--	2	5	--	79	72	--	16	19
American Indian/Alaskan Native	--	28	4044	--	100	99	--	582	550	--	4	13	--	13	17	--	79	66	--	4	4
White	NC	1230	35028	NC	99	99	NC	635	613	NC	3	6	NC	6	10	NC	78	73	NC	13	11
Students with Disabilities	NC	251	9625	NC	100	100	NC	555	530	NC	18	21	NC	18	21	NC	57	55	NC	7	4
Students without Disabilities	71	1955	65428	100	99	98	619	623	604	3	3	6	16	7	11	64	78	73	17	11	10
Limited English Proficient Students	25	253	16765	64	62	100	507	527	525	10	12	17	40	22	20	50	63	60	0	3	2
Migrant Students	NC	34	752				NC	543	562	NC	5	9	NC	36	18	NC	55	68	NC	5	5
Economically Disadvantaged	59	680	36077				627	580	566	4	4	10	15	13	16	60	77	69	21	5	5
Non-Economically Disadvantaged	20	1526	38950				563	633	618	6	4	5	25	6	9	69	77	73	0	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2175	76019	95	99	100	472	510	499	20	9	14	61	33	39	11	16	14	7	42	33
All Students (Prior Year)	102	2101	76230	100	99	100	473	510	498	23	8	12	47	33	38	13	15	12	17	45	37
Female	39	1073	37207	93	99	100	469	511	499	17	7	12	69	36	41	11	17	14	3	40	33
Male	41	1099	38677	98	99	100	474	509	498	24	12	15	53	31	38	12	14	13	12	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	57	640	29458	93	98	100	466	483	480	20	18	20	65	47	48	10	13	12	4	22	20
Asian/Pacific Islander	--	98	1673	--	100	99	--	542	531	--	4	4	--	22	29	--	12	14	--	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	17	1257	35880	100	99	100	495	522	515	13	5	7	53	28	32	13	17	16	20	51	45
Students with Disabilities	11	268	9786	85	100	100	452	477	457	44	26	39	33	41	40	11	7	7	11	25	13
Students without Disabilities	69	1907	66233	97	99	99	474	513	503	16	8	11	66	33	39	11	16	14	7	43	35
Limited English Proficient Students	21	220	15206	66	73	100	446	442	459	38	44	31	54	48	53	8	5	7	0	3	9
Migrant Students	NC	37	745				NC	471	473	NC	19	22	NC	63	53	NC	15	11	NC	4	15
Economically Disadvantaged	52	642	35714				470	482	480	20	19	20	64	46	47	9	11	12	7	23	20
Non-Economically Disadvantaged	28	1533	40266				474	520	513	20	6	9	56	29	33	16	17	15	8	49	43

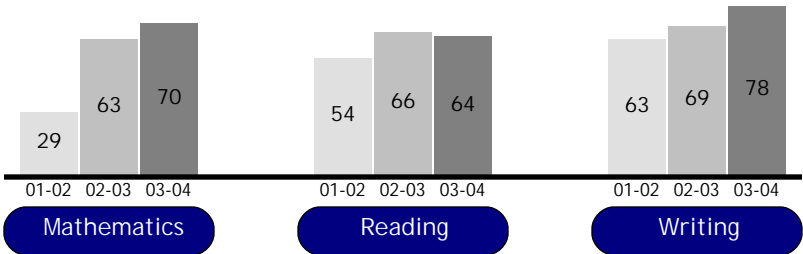
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2174	76020	95	99	100	486	506	503	54	22	25	28	20	23	15	43	40	3	14	12
All Students (Prior Year)	102	2096	76202	100	99	100	496	509	505	33	13	19	36	22	24	24	52	46	6	13	11
Female	39	1073	37213	93	99	100	485	507	504	56	18	22	33	23	23	8	44	42	3	15	13
Male	41	1098	38666	98	99	100	487	504	501	52	26	29	23	18	22	23	42	38	3	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	57	639	29442	93	98	99	484	491	494	60	45	37	28	23	26	11	27	31	2	5	6
Asian/Pacific Islander	--	97	1672	--	100	99	--	521	513	--	9	12	--	10	19	--	58	49	--	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	17	1258	35890	100	99	100	494	512	511	33	12	15	33	19	20	27	50	48	7	19	18
Students with Disabilities	11	268	9784	85	100	100	486	493	485	67	47	58	17	18	19	17	27	19	0	8	4
Students without Disabilities	69	1906	66236	97	99	99	486	507	504	52	20	23	30	21	23	15	44	42	3	15	13
Limited English Proficient Students	21	219	15198	66	73	100	471	472	483	100	88	59	0	7	25	0	4	14	0	0	1
Migrant Students	NC	37	743				NC	480	488	NC	73	50	NC	19	28	NC	8	19	NC	0	3
Economically Disadvantaged	52	640	35703				485	491	494	58	44	37	28	24	26	12	28	31	2	4	6
Non-Economically Disadvantaged	28	1534	40274				489	511	509	46	14	17	29	19	20	21	49	47	4	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2165	75673	95	99	100	488	544	530	18	7	12	34	23	25	49	65	58	0	4	4
All Students (Prior Year)	102	2069	74692	100	98	99	477	514	502	35	11	18	28	24	27	34	55	47	3	10	8
Female	39	1070	37099	93	99	100	504	563	548	9	4	8	37	21	22	54	69	64	0	6	6
Male	41	1092	38441	98	99	99	471	525	513	27	10	16	30	26	29	42	61	52	0	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	57	638	29305	93	98	99	481	507	507	23	15	16	33	30	31	44	54	51	0	1	2
Asian/Pacific Islander	--	98	1665	--	100	99	--	590	573	--	3	6	--	14	16	--	72	67	--	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	17	1250	35760	100	98	99	513	558	550	7	4	9	33	20	21	60	70	64	0	5	6
Students with Disabilities	11	267	9706	85	100	100	504	500	462	29	14	36	14	39	32	57	44	31	0	2	1
Students without Disabilities	69	1898	65967	97	98	99	486	548	536	16	7	10	36	22	25	48	67	60	0	5	5
Limited English Proficient Students	21	218	15115	66	72	100	436	455	471	33	27	26	42	46	38	25	25	35	0	1	1
Migrant Students	NC	37	738				NC	453	488	NC	37	23	NC	30	33	NC	33	43	NC	0	1
Economically Disadvantaged	52	637	35541				482	508	504	20	13	17	34	32	31	45	53	50	0	2	2
Non-Economically Disadvantaged	28	1528	40091				499	558	550	13	5	9	33	20	21	54	69	64	0	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	33	53	44	87	37	57	50	99	39	NA	58
	Language	98	27	50	39	97	22	53	43	100	28	58	50
	Mathematics	96	51	63	52	96	49	63	57	100	47	71	64
3	Reading	95	24	51	43	97	28	56	47	100	37	NA	55
	Language	94	27	57	50	99	30	63	54	100	48	66	61
	Mathematics	98	31	56	50	99	38	61	54	100	64	66	61
4	Reading	94	21	56	47	86	28	60	52	96	35	NA	56
	Language	93	24	53	45	94	28	54	48	99	33	59	52
	Mathematics	99	31	59	52	94	41	61	57	99	42	68	61
5	Reading	92	21	54	46	85	26	58	50	87	27	NA	55
	Language	93	24	50	43	98	24	54	46	92	30	56	49
	Mathematics	97	31	60	54	100	32	65	57	93	39	69	63
6	Reading	93	28	57	49	100	30	59	53	100	32	NA	56
	Language	91	19	51	42	100	21	52	45	100	25	57	48
	Mathematics	96	39	65	58	100	44	68	62	100	43	74	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

San Marcos Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 10 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Parent/Educator Relations
- ü Gift Procurement
- ü Extracurricular Activities
- ü School Safety Issues
- ü Curriculum Support
- ü Student Discipline

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	2.00	Teacher Aide	14.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	5	3	0	0
7 to 9 years	1	3	0	0
10 or more years	2	14	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	29
Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Family Wellness and Resource Center
- ü Computer Lab
- ü Parent Center
- ü Reading Lab

Extracurricular Activities

- ü Intramural Sports/Running Club
- ü Student Council
- ü Art Masterpiece
- ü Junior Achievement
- ü Cheerleading
- ü Band, Orchestra, Choir
- ü Folklorico Dance
- ü Tutoring Club

Social Services

- ü Valley Big Brothers-Sisters/Intel Corp.
- ü Valley of the Sun United Way
- ü American University Women's Volunteers
- ü Rio Salado GED and ESL Adult Ed Classes
- ü Junior Achievement
- ü Parent Center
- ü Food & Clothing Bank
- ü Wellness Center

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our reading program continues to expand with the addition of the UAW Association volunteers program. Retired educators listen to our children read every afternoon in the library.
- ü We opened a 'student bank' on site so children could begin the habit of saving money and developing life skills. Students in grades 2-6 collectively increased their math scores by 2% on the Stanford 9 test.
- ü To support and increase student learning, a school-wide tutoring program was held after school Monday-Thursday, with 180 children attending.
- ü Students in grades 2-6 collectively increased their language scores on the Stanford 9 test by 9%.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	60	60
Grades 3-4	68	72
Grades 4-5	71	62
Grades 5-6	71	81

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a safety, truant and DARE officer on call at all times and a full-time counselor and health assistant. We hold two safety drills annually and monthly fire drills. A school emergency plan is in place. ID badges are worn by everyone on campus.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Christine Sargent	(480) 883-4200
Transportation Policy	Christine Sargent	(480) 883-4200
Community Resources	Susan Horan	(480) 883-4246
School Nutrition Programs	Laurie Frame	(480) 883-4204
Parent Organization	I. Ochoa/L. Jacquez/E. Ritchie	(480) 883-4200
Student Health/Nurse	Gay Hulke	(480) 883-4202

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.